

THE SCHOOL JOURNAL

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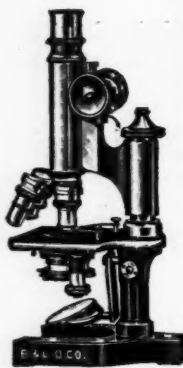
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXXIII.

For the Week Ending July 28, 1906

No. 4

OSSIAN LANG, Editor.

The A. I. I.

The American Institute of Instruction never had a better program than this year. The omission of the convention of the National Educational Association was also supposed to be of help to the enrollment. Yet the meeting was very poorly attended. In fact, this was probably the smallest assembly for some years. There were less people of prominence than ever before. Mr. Walton was vainly looking for a few of the old guard. John Tetlow, for instance, and Collar. This state of affairs was quite freely lamented outside of the meetings, but of course not by "the ring." It was hoped that the management would finally come to its senses by instituting such changes as would enlist new men of vigor and devotion in the service of the Institute. But no—no changes were made in the offices of secretary and treasurer. Both officers were re-elected for the Nth year.

The falling off in interest has reached an ebb which will seriously endanger the continuance of the Association. Unless those who are actually engaged in educational work can be made to see that the meetings are really held in their interest, the results may be disastrous.

Outside of New England considerable interest might have been created in the Association by a disinterested and liberal view of the situation. As it is, the opinion prevails that the Institute is an historical remnant which keeps up its annual meetings for the sole purpose of accumulating years to add to its age.

The N. E. A.

Here is a quotation from the *London Journal of Education*, the foremost educational periodical of Great Britain:

"The annual meeting of the National Educational Association was to be held this year at San Francisco. It has been decided to abandon the gathering by way of expressing sympathy with the afflicted city. We confess that we do not quite follow the reasoning. If these assemblies are not held for the good of education, they are sheer futilities that might properly be abandoned forever; if they are, why should the earthquake be allowed to damage an interest more precious than any buildings, or even than many lives? Perhaps the difficulty of arranging a meeting elsewhere has weighed with the Executive Committee no less than the sentimental consideration. Yet surely that was not insuperable to American energy."

Now let us ask the question, "Why do we hold educational conventions anyway?" Who will start the discussion?

The Schools of the Nation.

The first important business before the new Board of Education for the City of Washington is the election of a successor of Superintendent Stuart, who has resigned. The best men in the country are under consideration. There is a splendid opportunity for great work and the members of the new Board are thoroly alive to the situation. Rear-Admiral George W. Baird is president and Prof. Barton W. Everman, vice-president. The other members are Dr. Oliver M. Atwood, Mr. James F. Oyster, Mr. John H. Cook, Mrs. Mary Church Ferrell, Mrs. Emma M. Brewer, and Mrs. Justine I. Hill.

It is believed, that Mr. Stuart who has served the Washington schools long and faithfully, will be retained as supervisor of intermediate schools. Miss Elizabeth V. Brown who has done splendid work in her present field will no doubt continue as supervisor of primary education.

Washington has a fine corps of teachers. But in late years the most exasperating kind of politics and petty personal intrigue have tended to discourage honest professional ambition and to interfere with the development of a really great school system. The appointment of the present Board is the first step in the direction of freeing the schools from obstructive influences and placing educational considerations uppermost. The election of the right man as superintendent is the next move essential to the progress of the movement.

Municipal decency has won another victory in Detroit, and Superintendent Martindale has been re-elected. When the people once begin to realize what a serious matter it is to permit small politicians to meddle with school affairs, they will be more emphatic in their denunciation of this kind of interference.

The convention of the National Catholic Educational Association has resulted in several significant declarations, not the least interesting of which is in favor of a more thoro and comprehensive reading of the Bible in the parochial schools, especially of the New Testament.

The Delaware State Board of Education has decreed that music must be taught in all the schools of the State.

THE SCHOOL JOURNAL publishes fifty numbers a year, leaving two weeks vacation for the Editorial Department to repair brain tissues and restore vigor, so there! The next number of THE JOURNAL will be published under date of August 18th. There will be no issues for the weeks ending August 4th and 11th.

An Appreciation.

The Major.

One of the strongest influences that came into my young life was the forceful character of the big red-faced principal of a large school which I attended when I was about twelve years of age. Up to that time I had only women teachers who dealt all too gently with me, but when I struck the big principal things were different. Suffice it to say, I was scared, scared of everything. I was scared to be absent, scared to be tardy, scared not to know my lessons, and generally scared to recite when I knew them. I felt the stiffening process of a strong man's influence upon a young boy, who needs to be straightened out by a vigorous hand. I realized the difference between teasing a sweet young teacher and fooling with a burly principal.

I can very well recall the vision of the principal, striding down the aisle, his red face getting redder with each step, until he reached the seat of some young boy who had thrown a spit ball or passed a note, and of the playful way he had of lifting the boy out of his place and literally shaking him in the air until his head nearly broke off. The question at our supper table every night was "Did the old man shake you to-day?" and I always made the qualifying answer, "not yet." However, there broke upon me the full significance of discipline and order, and the greater fact that going to school was a serious business and not to be trifled with. I am not ashamed to confess that this feeling was one mainly of fear and compulsion, not unmixed with resentment. In fact I remember a firm resolve that if I lived thru the ordeal of his tuition and arrived at man's estate I would one day catch him out and beat him.

As the days passed I began to feel the makings of a young man stir within me. There was no need for me to be told to get my lessons. I got them. I was not hurried off to school. I hurried myself. And along with this fear of not doing my work, there came a pride in it; especially when the principal chose to commend it. After a while the habit began to form of doing the work assigned, and finding a satisfaction in it. I began to feel as I have always felt since, that a task however hard becomes a pleasure when it is well done and that the real reason men dislike their work is because they are not proud of the way they do it.

What a pity our teachers are not always with us! Sometimes I feel that if the "old man," long since laid away amid the reverent blessings of a thousand boys, could be yet alive and come down the aisle of my office and lift me from my seat and shake me as once he did, for my work neglected or badly done and make me get a new grip on myself and my duties, I should thank him now with the same fervor with which I once berated him. The world lets us too much alone until it is too late. The old man did not so. He took us in time. And there are many of us who still need him.

During my high school days I came under the instruction of one of the most interesting men I ever knew. He was a soldier and had seen service in the war between the States, and never tired of telling how battles were lost and won. It was the old trick of the boys to get one of their number who could keep the straightest face, to innocently ask a question such as "Major, did you ever see Stonewall Jackson?" Then the Major would look a little perplexed, turn the leaves of the book over carelessly for a few minutes, and begin in an absent-minded way to say something, and then the class knew the lesson was saved and the Major was hopelessly lost in the dear old story. I have forgotten nearly all the history I learned in that school, certainly much of

the Latin and all the Greek, and the problems in algebra and geometry creak on their rusty hinges, but to this day I vividly remember the Major as he stood before the blackboard and drew the diagrams of the campaigns, the battle plans, the movement of troops, the advance and retreat of great armies, and I verily believe that after thirty years I can reproduce every diagram and tell every story. Not that the subject was any dearer to us than any other subject. It was in the Major and he would rather talk about what he felt and knew "because he was there" than about anything in just books. There was real eloquence in his teaching, for not only his head but his heart was in it. And all so gentle and without bitterness, and with a soldier's regard for his valiant foes. How dull a book is beside a man! How cold is a dead page when we can hear a living tongue! The Major taught me unconsciously the great lesson of being dead in earnest if you would have people listen to you.

How we boys would sit by the hour, listening to all sorts of stories, true ones all! How sorry we were when the bell rang and the Major had to stop in the middle of a desperate encounter! We did not know we were studying history, but I know now it was about all the history I learned. And the Major was so earnest, so eloquent, and we were so proud of him and so confident that if he had had half a chance things would have been different.

The Major is gone, too, dead by the hand of a brother, from no fault of his own. He is beloved by his thousand boys, and there is not one of us but speaks reverently and tenderly of him, and carries away the lesson of his deep earnestness. Often have I wanted an audience to sit spellbound before me as we boys once sat before the Major, but they do not and never will. Is it because we lack the deep love of the great cause for which we now wage war, or is it in the boys?

Augusta, Ga.

SUPT. LAWTON B. EVANS.

Facts Worth Knowing.

According to a report of the School Board of Berlin, Germany, there were granted (in 1904-05) as many as 1,656 requests for sick-leave to the teachers of the city schools, representing a total of 57,012 days of leave, averaging 34.43 days. The men teachers needing sick-leave numbered 760 with 22,595 days, the women teachers 756 with 29,905 days. The special teachers of sewing, etc. (also women) 140 with 4,512 days. The sick-leave of the men averaged 29.72 days, that of the women 39.56 days, and that of the women special teachers 32.23 days. Comparing these leaves with the total number of teachers, we find that every one of the 3,134 men teachers was charged with 7.21 days sick-leave, while of the 1,631 women teachers each was charged with 18.34 days, and the 313 special teachers each with 14.12 days. Of the 3,134 men teachers only 24½ per cent., of the women teachers 46½ per cent., and of the special teachers (also women) 44½ per cent. had sick leave.

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PRINCIPAL OF THE GIRLS' TECHNICAL HIGH SCHOOL, MANHATTAN.

Pittsburg Teachers Win.

For more than two years THE SCHOOL JOURNAL has from time to time given accounts of the interesting and important work of the teachers of Pittsburg to elevate the position of educational workers by getting for them more respectable salaries. The school people of that wealthy city are very poorly paid. Under the leadership of some indefatigable women, a long and laborious campaign resulted in the adoption of improved schedules of pay. But immediately following the adoption of these, the Central Board of Education proceeded to tie strings to the schedules by an elaborate and exasperating system of examinations to determine who should enjoy the increase.

It would have been a good investment for the school children of Pittsburg if the Central School Board had promptly put the schedules into effect for every teacher in the service. This is what New York and Brooklyn have always done when improved schedules have been decided on. "He gives twice who gives quickly," could not find a more suitable application than in such a case; nor would a school board be without good Biblical precedent in letting in even those who come at the eleventh hour, every laborer for his full penny.

The Central Board of Education did not see things that way. They formed a Salary Commission to examine, debate, and haggle over the very moderate increases that had been promised to the teachers. The results of the examination were not such as to command respect even of the members of the Board of Education or of the public at large.

According to the Pittsburg papers the president of the Board admitted that some of the best teachers were excluded by the examinations, while some of the teachers whose class-room work was of doubtful value had the ability to do theoretical essays—writing of a high grade. "Then," asked the newspapers, "if the examinations failed in these cases how do you know that they were of value in other cases? Why not admit that a mistake has been made and rectify it?"

Administrative Irritation.

By some unfortunate turn of affairs the Salary Commission resolved to change nothing and to explain nothing. They fell back on their dignity and refused to justify their stand or to amend it. The Central Board by a similar stroke of obstinacy resolved to uphold the Commission, right or wrong.

Naturally exasperated by this undemocratic attitude the teachers of Pittsburg nevertheless maintained a dignified and patient position and purchased the best legal advice that could be obtained. As a result, a taxpayers' suit was brought by Mr. James W. Houston. In an interview in the *Pittsburg Dispatch* Mr. Houston declares that he brought the action because he regarded the stand of the Board of Education and the Salary Commission against their own teachers as grossly unfair. "I have pointed out to members of the Board," says Mr. Houston, "instances of experienced and capable teachers being treated unfairly. These members have admitted the unfairness but have declared that no steps would be taken by the Board to give redress. That settled things for me. I brought the action at once."

The case was argued in June. The city solicitor and an associate were retained by the Board of Edu-

cation. Mr. Houston was represented by two prominent attorneys. On July 7, Judge Evans handed down a decision that the Central Board had assumed powers not legal in arranging in the manner described, who was to share in the improved scale of wages and that its Salary Commission is *nil*.

"The action of the Board of Education towards its teachers in this matter," says the *Dispatch*, "has brought about the result that the public school teaching system of Pittsburg has practically been in a state of chaos for more than a year. Numerous teachers have resigned or have been dismissed as a result of the dissatisfaction growing out of the work of the Salary Commission."

Educational Contests Lamentable.

Too bad, too bad! School fights are always disastrous. The enthusiasm and devotion that should be directed to the advantage of the citizens' children are wasted in efforts to correct what a little consideration and sympathy might have avoided. The work of teaching is exhaustive enough of a man's or woman's nervous surplus without the addition of administrative irritation. When boards and teachers are closer together there is better understanding and more appreciation.

America needs a new system of school administration. John Dewey, Ella Young, Colonel Parker, and Cornelia De Bey have pointed out an experiment worth trying. Get some teachers,—not ex-teachers, but active teachers now in the class-rooms,—to serve upon boards of education. We can learn a thing or two from Stockholm and Copenhagen where class teachers are also on the school boards. Who know better what is going on in the schools? Who are better able to guard against some of the lamentable errors committed by administrative bodies thru gross ignorance of actual conditions? What is more likely to bring about mutual respect and sympathy for worthy aims? The danger of legislation against the interests of children is not a conceivable result with the presence of three or four teachers in a school board.

HENRY LAMPERT.

Better Pay for Teachers.

North Carolina needs well-equipped teachers—teachers with their heart in their work and ambition to make teaching a profession, but we can get them only by paying the price that talent, training and experience justly deserves. We confess that it is humiliating to us to look back over the pay roll for the North Carolina teachers, and we will refuse to boast of any plan of education till from fifty to one hundred per cent. is added to the monthly pay of the women and men who are doing more for the State than any class of people in it.

There is every reason why immediate action should be taken to increase the pay of teachers. We consider it an urgent matter and not one to be temporized with. It is business.—*Morning Star*, Wilmington, N. C.

There is Hope.

On the ground that increased cost of living and the rise of salaries in other city departments gave them an excuse for the request, the Atlanta Teachers' Association sent a committee before the Board of Education to ask for more pay for the teachers of Atlanta, Ga. It is probable that the Board will meet their wishes in September.

The Problem of School Rights.

By SUPT. W. H. SMALL, of Providence, R. I.

[Paper read at American Institute of Instruction.]

When a ship leaves port for a voyage across either ocean the last point of land is taken as the point of departure from which the easting or westing of her course is reckoned. It is necessary in public school matters that a point of departure should be established from time to time from which our easting or westing may be reckoned. To my mind that point is the recognition of the rights of all parties involved in the school policy, the public which supports the schools, the children who form the raw material, and the teachers who turn out the more or less finished product. Soon after Dorchester established her free public school, it was discovered that these three inter-related parties had rights which demanded adjustment, and among the duties imposed upon the wardens in 1645 was this, "to judge of and end any differences that might arise between master and scholars or their parents." Failure to recognize these rights has been the source of most school troubles during the two hundred and sixty-one years since that fact was discovered. As the time allowed for this discussion is short, I shall present these rights as a series of propositions without any very extensive demonstration.

The Rights of the Public.

First.—The public has the right to receive for every dollar invested a dollar's worth of return in buildings, in equipment, in service, in mental and moral development of the boys and girls whom they educate for future citizenship.

Second.—The public has the right that its schools in time and tendency shall conform reasonably to its local conditions and demands, as measured by the consensus of public opinion. Every live teacher or school official has in mind an ideal school which grows out of the real, but this ideal school should not be pushed too rapidly to the front. Public opinion will not keep pace with it. The real school is always a little in advance.

Third.—It has the right to demand that we give our undivided attention to the business for which they pay us, that physical, nervous, or mental power should not be exhausted upon other matters, to the detriment of the schools; that we keep abreast of the times; that we grow mentally; that we use vacation in laying in a reserve of nervous energy for the next school year.

Fourth.—It has a right to a fair knowledge of the schools thru reports, visitations, or inquiries. It has a right to frank, courteous treatment in these visitations or inquiries.

Fifth.—The part of the public vitally interested, the parents, has a right to a minute knowledge of the individual pupils belonging to them, in scholarship, deportment, attendance, honestly given without fear or favor; the right to have its children controlled in school, neither sent home, to the superintendent, nor out upon the street, except in extreme cases.

The Rights of the Pupils.

First.—He has the right to equality, the right that he should be given an equal chance with all other pupils, to show what he knows and what he does not know. I allude here to the tendency of all teachers in all grades to call on the bright pupil three times and to the slow pupil once.

Second.—He has the right that as he advances in grade the traditions, estimates, and prejudices of his previous teachers shall not be passed on with him. It is a cumulative poison in the school body as lead is in the physical.

Third.—It is his right that the teacher shall have a sufficient knowledge of child life and child tendencies, of bodily and mental growth, that she may judge him with probable fairness as to nutrition, sensitiveness, stubbornness, working power.

Fourth.—It is his right to be recognized to be as old as he is. Grammar pupils should not be controlled nor taught by primary methods. In difficulty he has the right to a respectful hearing; the right to belief until proven guilty; a right of appeal; every criminal has this. It is only in the school-room that the prosecuting attorney, judge, jury, and executioner are all one and the same person.

Fifth.—He has a right to the best personal influence of the teacher; the lives of Arnold, Charles Thring, Temple, and a host of others are illustrations of this point.

Sixth.—He has the right to have his brain power measured by boy and girl standard, not adult. Too often work is assigned without this recognition.

Seventh.—He has the right to be gauged by his ability, not by the calendar. He should be given new steps when mentally ready, not because November third has come and the course of study says "percentage." This may be accomplished by any method which places the individual above system.

Eighth.—He has the right to have his work properly rated; his geography examination measured by its geographical knowledge, not by its spelling, nor penmanship. Scholarship should never be measured by deportment; that should be measured alone.

Ninth.—He has the right to know what he knows and to know that he knows it; that is, confidence in his knowledge, unshaken by any brow-beating cross-examination.

Tenth.—He has the right to clear, definite questions, and a fair amount of time in which to answer them.

Eleventh.—He has the right to the best energy and best scholarship of the teacher, not jaded by too many late hours whether from pleasure or reading examination papers.

Twelfth.—He has the right to optimism, not pessimism, to a school-room atmosphere of cheer and good-will, to encouragement, not discouragement. "Try hard for your promotion" is better than "You won't be promoted."

Thirteenth.—It is his right to have always before him an example of kindly dignity, of courtesy, and of refined language in his teacher.

Your Rights as Teachers.

First.—It is your right to receive courteous treatment from the public, in the press, in public speech, in the home before the children. It is your right to insist on this courtesy when a parent visits your school, if you have been courteous. You are not the servant of any one person, and you have the moral right to bow out any abusive caller.

Second.—It is your right to receive from your pupils prompt and regular attendance, cheerful obedience, earnest effort in school work, respect for the rights of others, proper recognition of your position and authority.

Third.—It is your right to have some originality in your work, to think for yourselves and to have reasonable freedom for trying your thinking. We hear much about developing the individuality of the pupils, why not the individuality of the teachers? It is your incentive to growth and action.

Fourth.—It is your right not to be over-supervised, to have your strong work praised, and your

weak work criticised in a kindly, helpful spirit, to a fair statement of your opinions and beliefs.

Fifth.—It is your right to have the best possible training from your superintendent; it is his duty to instruct, to help, to uplift, not to "boss" and dismiss. One hundred thousand new teachers are needed yearly in this country; only about 25,000 are annually trained, the superintendent must train the other three-fourths.

Sixth.—It is your right to receive courteous treatment from your associates in the school work, teachers, principals, committee.

Seventh.—It is your right to receive a salary sufficient for support in accordance with your position, that your vacations need not be spent behind the glove counter or in the berry pasture.

Eighth.—It is your right to take your troubles to those above you, and to find there a sympathetic spirit of helpfulness awaiting you; a large-hearted, open-minded man or woman who will listen, understand, and give you new hope and new courage.

It behooves us as public school workers to "think on these things."

The Pay of Teachers.

By SUPT. CLARENCE F. CARROLL, Rochester, N. Y.

In many cities half the tax levy is expended for public school education. Frequently the limit of bonded indebtedness has been nearly reached. An advance of ten per cent. means \$50,000 if the salary budget is half a million dollars, and so on. In many cases such an increase is absolutely impossible without an advance in the tax rate. An advance in the tax rate may discourage manufactures and depress the value of real estate.

On the other hand, there is in many parts of the country a dearth of grade teachers. Young women can hope to receive higher remuneration as stenographers, as bank clerks, or as expert workers in many industrial lines. Men and women of the best promise who are college graduates cannot often be tempted to teach for the salaries offered in high schools or to principals. These positions with a maximum of \$800 to \$1,200 for women or from \$1,200 to \$1,500 for men would not be considered prizes in other lines. The teaching profession is uncertain in tenure, is trying to health, often leads to stagnation of intellect, and often limits social life. In many cities and States the normal schools are patronized largely by young women of little culture and ordinary aims.

Just how, then, can we hope to furnish funds to arrest the deterioration of the quality of the teaching force that has steadily been going on for several years?

If we state the dilemma in plain terms we shall affirm that on one hand to largely increase the tax rate would endanger the growth and prosperity of the community. If we do not increase wages, promptly, our teaching force will rapidly become unfit to train the children of intelligent, cultured Americans, and the private school will flourish as it never has before.

There is, I believe, but one answer to this question, and that is that teachers, like workers in any other profession, should be paid on a merit basis. In all recent agitations concerning increases in salary, the question of merit has seldom, if ever, been mentioned. A salary schedule for teachers is as unjust in our profession as it would be in law or medicine, and reduces our calling to the basis of a labor union. Teaching is a high art and every school official knows that there is the widest variety of usefulness and efficiency among teachers, whether it be in grade, or high school, or college.

If the truth were told, the profession is congested with teachers who are indifferent, unproductive, and too often incompetent, and the larger the city the worse the situation is likely to become, and once elected it is practically impossible to remove a teacher or school principal. Wherever, as has happened in a few instances, clearly incompetent teachers have been removed we have seen a veritable tragedy. This is no exaggeration, and I have touched very lightly upon the weakest point and most inex-

cusable failure in our system. This has been proved to be true because in rejuvenated school systems, many poor teachers have been made alive by the application of simple business principles and good supervision.

Under such conditions as I have sketched, a great injustice is done to the weak and the strong teacher. The true and real teacher is not given credit for her skill. She is kept at a dead level of salary and reputation and her whole life is a sacrifice of place and name. But this can never be different so long as we fear to distinguish between her high service and the weak and heartless product of the rank and file of many members of the teaching force. The unsuccessful teacher who is equally paid and equally honored, suffers an injustice in never knowing that she is a poor workman, an unprofitable servant. Good teachers, and there are great teachers, many of them, should be honored with medals and crowned by a grateful community as much as heroes in other callings. A confiding public is deceived, and the business man on the Board of Education is often completely unaware of the lack of business principles in the system for which he is responsible.

By all means let us advance the salaries of the best salesmen, managers, clerks, craftsmen and toilers, and professional men and women, including teachers, but let us break the dead level of salaries that holds our profession in chains.

How can this be done? In Chicago, teachers are advanced upon the completion of courses prescribed, for which instruction is provided without cost by the Board of Education. Baltimore is experimenting with a similar plan. New York City formerly advanced salaries upon recommendation of inspectors. In a few favored smaller communities like Brookline, Mass., and East Orange, N. J., and Hartford, Conn., teachers have been paid upon the merit system wholly. In most other cities the schedule is in force, and good, bad, and indifferent are advanced together.

It is claimed that if teachers are students and work for a higher standard of intelligence and scholarship, they are stimulated to a better professional effort and standard and that the student habit once formed remains a permanent force in their lives. The system of inspection as such tends to make teachers exceedingly nervous whenever they are visited. In either case, the real skill and efficiency of the teacher cannot be given full weight, and the unassuming artist found in every school is often passed by.

There are three conditions that must be met before we are prepared to advance teachers upon merit, with a chance of minimum error.

First: Some person in authority and near to the teacher must assume responsibility, and know intimately her strength and her weakness. The school principal *ought* to be the man best fitted to make this diagnosis. This implies that the school

principal is a real teacher and able to estimate the work of his assistants upon a pedagogical basis.

Second: The principal, the supervisors, and the superintendent should reach an understanding as to all such cases of superior merit.

Third: The result of such a consensus of opinion should be reported to the Board of Education with evidence that cannot be questioned.

By all means the teacher who is a candidate for advancement should be a student and the inspector should agree that she is a growing teacher, but each of these conditions is but one factor and no one of the three elements that I have referred to should be considered as final in determining advancement.

This theory of increasing salaries should be applied to the supervisor, the school principal, the special teacher, the high school teacher, the grade teacher and kindergartner, alike.

Strong teachers are as easily identified as good lawyers or good salesmen. Pupils and parents discover them, and intelligent school officials know their names by heart. If officials are not thus informed they are utterly useless professionally. It is only a false sympathy that would include a plum in every package that has thus held to a dead level a great multitude who should stand forth, each in his own light and merit, in this calling, than which no other calls for more individuality.

Such a general principle would mark the dawn of a new era. The successful teacher would occupy her right place and assume a new influence. The unsuccessful teacher would know her shortcomings and have some good reason to attempt a higher form of service. The school principal would find some

effort worthy of his name and rank which now are often in deserved contempt. Incidentally no salary should be advanced except upon merit.

The real secret of the present discreditable situation is found in the political or personal issues that enter into nearly every school system. The member of the School Board is supposed to be a friend to every teacher. No teacher's salary is ever lowered by a Board of Education, nor is a teacher often declared incompetent tho it is an open secret that there are hundreds simply waiting for the pension.

The school principal often coddles his family of teachers and jealously protects the weakest from the breath of criticism, and so the evil grows.

What every teacher most needs is a frank statement as to her strength and weakness, sympathetic assistance in all her work and an ideal held in plain sight that will inspire a better effort and save her from deterioration and reproach. We are all interested in this question and have a common responsibility. Our profession is entitled to a remuneration that will attract and hold the very best talent. But no compromise is possible. If we persist in attempting to lift the mass on a level we shall stifle merit, dignify indifference and incompetency, the schools will fall far short of performing their divine mission and the irreparable loss will fall equally upon the teacher and the community. Yes, the teacher is worthy of recognition, and only a wrong theory and a wrong system long entrenched are responsible for the present anomaly. If I am right we should agree upon some better ideal, state the truth as we see it, and urge some modification that would give us freedom and provide a basis for suitable remuneration.

Industrial Education in Europe. II.

[From the Report of the Massachusetts Commission on Industrial and Technical Education.]

Germany.

Trade education has made great progress in Germany during the last few decades, and its development has corresponded with a most remarkable advance of scientific knowledge and industry. There are special schools for the training of employers and managers, foremen and bosses, and for the trade education of artisans.

Trade and technical schools are often founded by communes, guilds, and industrial associations. Where the means of the locality are insufficient, or a national need exists, State schools have been established. The State ordinarily furnishes the school supplies upon the establishment of a trade school, the amount of the State contribution depending mostly upon the capability of the community. It is higher where attendance is compulsory than where it is not. There are important differences between the German States, both as regards the extent to which provision has been made for trade and technical education, and the lines that such action has followed.

Prussia usually requires that the bodies of individuals interested in the trade schools shall provide and maintain the quarters and furnishings, and continuation schools must furnish light and heat. In Bavaria the continuation schools and communal institutions are subsidized by the districts and State. The trade schools are partly State and partly district schools with State subsidies. In Saxony no regular scheme is followed, but whenever the assistance of communities or interested parties is not sufficient, the State usually grants subsidies.

In Wurtemberg a tuition fee is charged in the industrial continuation schools, the community furnishing the quarters, but whenever new buildings are constructed, the State contributes; half the

remaining expense of maintenance is paid by the community and half by the State. In Baden a division of expenses is made among the State, the community, and the institutions. In trade and technical and continuation schools the community provides quarters, heat, light, and school supplies, and pays part of the salaries of the teachers. The remainder of the teachers' salaries and traveling expenses is paid by the State. Teachers not on the regular lists are paid by the community.

The most marked tendency in recent years regarding the control of trade and technical schools in Germany has been toward centralizing authority in the State governments, the result being that the State is now thoroly committed to the policy of supporting industrial schools, and has provided for the necessary supervision.

Classification.

Technical colleges. Secondary or intermediate technical schools. Schools and museums of industrial art. Schools for foremen. Schools for the building trades. Schools for the textile trades. Trade and industrial continuation schools. Industrial drawing courses. Other institutions for industrial education.

Character of Instruction.

Instruction is given in the highest branches of scientific knowledge, as well as in the lower grades of trade and technical training, and comprises engineering, architecture, machine construction, chemistry, building trades, textile working, drawing cabinet making, wood carving, modeling, engraving, stone carving, ivory carving, lithographing, glass, and china painting, sculpture, shipbuilding, electrical engineering, civil engineering, physics, business law,

basket making, straw plaiting, carpentry, horse-shoeing, pottery, toy making, watch and clock making, typesetting, etc. The continuation schools for girls instruct in book-keeping, stenography, typewriting, machine sewing, embroidery, millinery, cooking, etc.

Tuition.

Tuition fees run from one mark (24 cents) a month for each subject in the girls' evening school to as high as 100 marks (\$23.80) per term in the building trades. In some instances fees are partly or entirely remitted. In the textile schools higher fees are charged, ranging from 200 marks (\$47.60) to 800 marks (\$190) a year, according to whether the student is a Prussian, a native of another German State or a foreigner, the latter always paying considerably more than the native student.

Qualification of Teachers.

In the selection of trade instructors preference is given to skilled and practical men. Teachers in trade and continuation schools are expected to keep in close touch with the industries in their vicinity. Practicing architects, superintendents of workshops and mechanical engineers, especially those who have had experience abroad, are mostly sought after as instructors in trade drawing and in industrial art. Special examinations for teachers exist in only a few of the German States.

Qualifications of Students.

Students are required to be not less than fourteen years of age; and while, as a general rule, no entrance examination is required, yet applicants must furnish satisfactory evidence of their ability to perform the work demanded.

Development of the Apprenticeship System.

Great efforts have been made in Germany to protect and extend the apprenticeship system, and that matter is now in control of the guilds in different localities, the latter being created by law, and really acting as agents of the State in the regulation and employment of apprentices.

Austria.

Industrial education in Austria was originally established by the State calling in from foreign lands experts in particular branches of industry to give instruction to workmen in their trades; and in 1751 the first effort to establish a regular school for practical instruction was made. This idea was never carried out, however, but in 1758 a real beginning was made by the founding at Vienna of a manufacturers' drawing school, followed in 1770 by the establishment, also at Vienna, of a commercial academy or high school.

From 1771 to 1774 the Government applied itself to the creation of schools that would afford the same opportunities for instruction to manufacturers and handicraftsmen that the academy did to merchants; and a comprehensive system of normal, central, and industrial schools was founded, in which industrial training received considerable recognition. This was followed by the creation of other schools; and in 1815 the Polytechnic Institute of Vienna was opened, the first of its kind in Austria, and the first but one in Europe.

In 1851 an imperial resolution was passed, providing for practical instruction and training in particular branches of industry. Technical education was also being developed in other directions. Special schools for particular trades were created by communal authorities, private corporations, and manufacturers. No very rapid progress, however, was made in the development of the scheme outlined in 1851, and in 1868, a reorganization of the plan was effected. Meantime, trade schools were gradually becoming more numerous in the empire, and in 1867

there were schools of weaving, passementerie, lace-making, straw plaiting, drawing and modeling, wood carving, watch making, etc., in operation. In 1863 the Museum of Art and Industry was founded at Vienna.

In 1872 the Imperial Council placed to the credit of the Ministry of Education and the Ministry of Commerce a yearly sum of 80,000 florins each, to be applied to the development of industrial education, and a division of industrial schools was made between the two Ministries. This division resulted in not a little rivalry between the two Ministries, and a stimulation was effected which otherwise would not have occurred. The Ministry of Commerce strove to develop the special trade schools, with the idea that they should give as practical instruction as possible in matters corresponding to the localities in which they were located. The expense of creating and supporting the schools fell primarily upon the local authorities, the Ministry of Commerce assisting thru the grant of yearly subsidies. During this period the Ministry of Education was engaged in creating intermediate industrial schools, and devoting attention to the training of teachers, securing proper school furnishings, and materials for instruction.

In October, 1875, an imperial decree was issued, providing for the founding of State industrial schools; and in the following year they were created, and proved very successful. In 1881 the schools were united into one system, such as prevails to-day, and the Ministry of Education was given the appropriations and management, with the co-operation of the Ministry of Commerce.

Classification.

Central industrial educational institute. Schools for important groups of trades. General handicraft schools. Schools for particular trades. Industrial continuation schools. General drawing schools.

Instruction in these schools embraces such subjects as plaster casts, textile fabrics, laces, embroidery, glassware, jewelry, enamel, metal work, wood working, chemistry, electro technics, photography, printing, leather working, drawing, building trades, machinery, etc.

Character of Instruction.

The trade schools educate the pupils for specific trades; but the handicraft schools—more in the nature of manual training schools—give a thoro preparatory training for industrial work in general, such as will tend to supply the handicraft trades with a select class of workmen. In general, they include, in a two or three years' course, a continuation of the regular public school education, combined with instruction in a number of branches of practical value in industrial occupations, instruction in drawing being especially emphasized. The handicraft schools are not intended to replace apprenticeships, but only to constitute a good preparatory training therefor. The schools for particular trades, being intended to promote individual trades, are located in both the large and small communities, where certain individual trades have obtained some importance.

Qualifications of Teachers.

The teachers in the State schools are partly graduates of the technical high schools, partly persons trained in industrial arts, and partly persons qualified as teachers of intermediate schools. They are required to keep in close touch with their schools and the manufacturers of the vicinity. In addition to the actual teachers, all trade schools have for the practical training in workshops master workmen, especially trained as superintendents or foremen in large manufacturing establishments.

Qualifications of Pupils.

While some schools do not admit pupils under fourteen, others admit them at twelve years of age.

In most schools, pupils, in order to be admitted, must have completed their common school education, have passed the age of fourteen years, be in good physical condition, and, wherever required, pass entrance examination. Special students are also admitted, but they must have passed the age of eighteen years. In going from one year's grade to another, pupils must pass a satisfactory examination. Candidates for the high grade of trade instruction, fitting for foremen, managers, etc., must be graduates of the lower grade intermediate schools. In the course for master workmen, applicants must not be under twenty-four nor over forty-five years of age.

Fees.

Fees vary in different institutions, matriculation in some being 2 crowns (41 cents), in others 4 crowns (81 cents); while tuition ranges from 100 crowns (\$20.30) to 240 crowns (\$48.72) a year, in addition to which deposits for the use of materials and apparatus and to cover any damage to same must be made, running from 10 crowns (\$2.03) to 60 crowns (\$12.18) a year. In some instances a fee of 20 crowns (\$4.06) per month is charged for laboratory work. Books and requisites for theoretical work are furnished by the pupils. In the case of worthy pupils, unable to pay, the fees are many times remitted. Scholarships are also offered to assist pupils. Other schools charge a matriculation fee of 1 gulden (41 cents), with tuition fees from 1 gulden to 3 guildens (\$1.22) per half-year term, free scholarships being granted to persons of small means. In other institutions a charge is made of from 1 florin (41 cents) per course to 15 florins (\$6.09) per half-year course for regular students, special students ordinarily paying about double these rates. Several schools offer free tuition, except in the case of foreign students, who must pay from 25 florins (\$10.15) to 100 florins (\$40.60) per term.

Benefits.

The opinion seems to prevail that trade schools have improved the educational and industrial condition of the working classes. While some employers prefer the practical shop-trained man, as being more dexterous, others realize that ultimately the school-trained boys will become the more valuable workmen, and therefore prefer to employ them, encouraging in every way the attendance of evening continuation schools by their employes. Statements from foremen and other skilled workmen show that graduates of trade schools readily obtain employment, with enhanced conditions relative to higher positions and better wages. Trade unions have played practically no part either in creating or opposing the establishment of these schools.

Hungary.

In Hungary the first beginnings of industrial instruction is found in the convents, especially in those of the Benedictines, who maintained regular workshops which formed the nucleus of trade schools. This sort of instruction spread to the cities, and in the fourteenth and fifteenth centuries several schools were maintained in which industrial branches were taught, and during the eighteenth century industrial instruction received a great impetus. In 1783 the Government ordered cities to establish Sunday drawing schools, and make it obligatory for apprentices in workshops to attend them regularly. In 1872 a law was passed making it a duty of apprentices to attend regularly the so-called apprentice schools; and the law of 1884 compelled any community where there were fifty apprentices working in shops and factories to establish and maintain such schools. The Government also founded schools in which foremen and masters should be educated, and schools of weaving, wood, and metal working, and ceramic

industry were established. This special education is supported by the State, cities, counties, and towns.

Classification.

Apprentice schools. Schools for trade journeymen. School workshops. Industrial technical schools. State industrial schools. Industrial schools for women. Industrial drawing schools. Lower industrial schools. Manual training schools. Industrial museums.

Character of Instruction.

Day, evening, and Sunday courses are maintained; and among the subjects taught are: the mother tongue, geography, penmanship, arithmetic, book-keeping, drawing, weaving, braiding, stone working, toy making, lace making, modeling, physics, chemistry, machine construction, textile technology, leather working, architecture, surveying, bridge and hydraulic engineering, watchmaking. Three-year courses generally predominate.

Tuition.

In some institutions tuition fees are charged, and in others no charge for tuition is made, the schools being entirely supported by the States or communities.

Qualifications of Teachers.

The teachers of apprenticeship schools are usually teachers of common, elementary, and high schools, who teach in these evening and holiday schools for a small additional salary. The technical schools proper have regular facilities, the members being regarded as State officers. The professors in schools for wood workers, weavers, metal workers, and machine builders are graduates of the department of mechanical engineering in the polytechnicum; those in schools for stone workers and masons are sculptors and architects; those in schools for the ceramic arts are chemists, sculptors, and modelers. Each one of these teachers is sent abroad for a year or more at the expense of the State, before he is appointed definitely, to study his branch in the noted schools of other countries, or he is sent to a university to enter as a special student.

Qualifications of Students.

Boys must be at least twelve years of age, and in order to be eligible to some institutions must have completed the course of the elementary schools. Certificates for proficiency are issued upon graduation. Graduates of technical schools are preferred by employers.

Switzerland.

The first efforts looking toward the development of industrial schools in Switzerland were made about the first of the eighteenth century. In the early twenties the first trade school proper was opened. By article 22 of the new Federal constitution, adopted in 1848, authority was conferred on the Federal Government to create a Swiss university and polytechnic institute; and in accordance therewith a polytechnic school was opened at Zurich in 1855. The year 1884 witnessed a progressive movement for the establishment of trade and technical education in Switzerland, and in June of that year, by resolution of the Federal Assembly, the development of trade and technical education was made a national affair. This provided for assistance under certain conditions to all institutions for trade and technical education that desired it. This has resulted in establishing new institutions and developing those in existence, and has given a great impetus to trade and technical education throughout the country. Since its adoption the number of trade schools has doubled, and other classes of schools, like drawing schools, workmen's evening schools, etc., have greatly increased. As before stated, the Government sub-

sidizes these schools, and in 1895 State subsidies were granted to schools for the teaching of domestic economy and trades to women.

Classification.

Technical colleges. Secondary technical schools. Industrial art schools. Trade schools and apprentice shops. Housekeeping and domestic service schools. Industrial continuation and handicraft schools and trade courses. Industrial drawing schools. Industrial museums.

Character of Instruction.

A few of the subjects taught are the following: watchmaking, machinery, electricity, architecture, building trades, chemistry, drawing, hydraulics, modeling, ceramics, stone and wood carving, artistic wrought-iron work, locksmithing, tinsmithing, furniture designing, printing, bookkeeping, French, German, algebra, trigonometry, physics, ladies' tailoring, lingerie-making, dressmaking (for women), instrument-making, pattern-making and casting, silk weaving, etc. The course of study comprises from two to five years in different branches.

Qualifications of Students.

The minimum age at which students are admitted to any school is thirteen years, running from that to eighteen years. In some institutions no examination for admission is required, but the applicants must possess satisfactory evidence of a primary education, and show that they have suffi-

cient knowledge to enable them to carry on the work. In other institutions a preliminary entrance examination must be passed.

Qualifications of Teachers.

In order to obtain competent instructors for the various trade and technical courses, and especially for the courses in trade drawing, the Department of Industry and Agriculture in 1885 secured the creation of special courses for teachers in the Technikum at Winterthur. At the end of each year special examinations are held, and the successful competitors are given diplomas. Two-thirds of the expense of these courses is borne by the Government. The training of teachers is also indirectly encouraged in other ways.

Tuition.

Tuition fees while low vary somewhat, running from 10 francs (\$1.93) a month for residents of Switzerland to 50 francs (\$9.65) a term, foreign students paying 25 francs (\$4.83) a month. In some institutions the students are insured against accident, the school paying half the premium. Tuition is free to Swiss citizens in some schools, foreigners paying 50 francs a year. In other schools special courses for foreigners run to 450 francs (\$86.85) a year. A small matriculation is charged in some cases. Scholarships are awarded, and in many cases tuition is wholly or partly remitted for worthy students unable to pay.

Summer Schools.

July-August.—Special courses in painting and metal working at Marblehead, Mass. Address Frederick W. Coburn, 126 State Street, Boston, Mass.

July 2-August 10.—New York University Summer School at University Heights. Address James E. Lough, Ph.D., director, Washington Square, New York City.

July 5-August 15.—Cornell University Summer Session. Address the Registrar, Cornell University, Ithaca, N. Y.

July 5-Aug. 15.—Summer School of Arts and Sciences, Harvard University, Cambridge, Mass.

Beginning July 5.—Western University of Pennsylvania. Special course for teachers in science, literature, the languages, and methods of teaching. Address the Registrar.

July 5-August 16.—Yale University Summer School, New Haven, Conn. Courses in anatomy, art, biology, chemistry, commercial geography, education (history and theory), English, French, geology, German, Greek, history, Latin, mathematics, method of teaching, physical education, physics, physiology, psychology, public speaking, rhetoric, and school administration. Address, Registrar of Yale University.

July 5-August 16.—University of Pennsylvania Summer School. Address Prof. Arthur H. Quinn, director, College Hall, University of Pennsylvania, Philadelphia, Pa.

July 5-August 16.—Summer session of Columbia University. Address Columbia University, Morningside Heights, N. Y.

July 5-August 16.—Summer School, Teachers' College, Syracuse University.

July 7-August 17.—Academic courses. The Chautauqua Summer Schools, Chautauqua Institution, Chautauqua, N. Y.

July 9-August 18.—Third annual session of the Summer School for Teachers. New Jersey Training School for Feeble-Minded Girls and Boys. E. R. Johnstone, superintendent, Vineland, N. J.

July 10-27.—The American Institute of Normal Methods. Eastern School—New England Conservatory of Music, Boston; Western School—Northwestern University, Evanston, Illinois. Address: William M. Hatch, Business Manager of Eastern School, 221 Columbus Avenue, Boston; Frank D. Farr, Business Manager of Western School, 378 Wabash Avenue, Chicago.

July 23-August 4.—New School of Methods in Public School Methods, Chicago, Ill.; July 5-21.—Boston, Mass. Address American Book Company.

June 16-September 1.—University of Chicago. Special courses are offered to teachers.

July 9-August 17.—Twelfth session. The Winona Summer School, Winona Lake, Indiana.

July-October.—The Summer School of the University of Wooster, Wooster, Ohio.

July 1-Sept. 30.—University of Dijon, France. Vacation Course for foreign students. Prices, 30 fr. for six weeks;

40 fr. for two months; 50 fr. for three months. Ch. Lambert, secretary.

July 2, beginning, Marine Biological Association of the West of Scotland. Teachers' classes in botany; beginning July 23, in zoology.

Educational Meetings.

The Educational Association of Nova Scotia will meet at Halifax, September 25-27.

October 17-19.—Rochester, N. Y., Council of School Superintendents of the State of New York; E. G. Jantman, Port Chester, secretary.

October 18-20.—Vermont State Teachers' Association, Middlebury, Vt.

October 25-27.—Maine Teachers' Association, Lewiston Me.

Back to Pulpit.

WHAT FOOD DID FOR A CLERGYMAN.

A minister of Elizabethtown tells how Grape-Nuts food brought him back to his pulpit: "Some five years ago I had an attack of what seemed to be La Grippe which left me in a complete state of collapse and I suffered for some time with nervous prostration. My appetite failed, I lost flesh till I was a mere skeleton, life was a burden to me, I lost interest in everything and almost in everybody save my precious wife.

"Then on the recommendation of some friends I began to use Grape-Nuts food. At that time I was a miserable skeleton, without appetite and hardly able to walk across the room; had ugly dreams at night no disposition to entertain or be entertained and began to shun society.

"I finally gave up the regular ministry, indeed I could not collect my thoughts on any subject, and became almost a hermit. After I had been using the Grape-Nuts food for a short time I discovered that I was taking on new life and my appetite began to improve; I began to sleep better and my weight increased steadily; I had lost some fifty pounds but under the new food regime I have regained almost my former weight and have greatly improved in every way.

"I feel that I owe much to Grape-Nuts and can truly recommend the food to all who require a powerful rebuilding agent, delicious to taste and always welcome." Name given by Postum Co., Battle Creek, Mich. A true natural road to regain health, or hold it, is by using a dish of Grape-Nuts and cream morning and night. Or have the food made into some of the many delicious dishes given in the little recipe book found in pkgs.

Ten days' trial of Grape-Nuts helps many. "There's a reason."

Look in pkgs. for a copy of the famous little book, "The Road to Wellville."

The Educational Outlook.

Cleveland, Ohio.—The recent proposal of the Educational Commission to discontinue the study of German in the primary grades in the city schools is strongly opposed by the German-Americans citizens. They urge that German is an important modern language which is particularly valuable in business. Present indications are that the change will not be effected.

OTTAWA, Ill.—Work on the new east side school is progressing rapidly.

The Board of Education in Henderson, Ky., are considering the advisability of putting a well-equipped manual training department in the high school in that city.

The injunction which prevents the School Board in Milwaukee from changing text-books in the schools has been continued by Judge Ludwig of the Circuit Court.

The State Board of Education in North Carolina has passed this resolution:

"Resolved, That all publishers offering books for adoption by the sub-text book commission shall file with the secretary of the commission all the names of all the agents, attorneys, and others representing in any way their books and interests in North Carolina."

Owing to continued ill health, Mr. James M. Hendrix has resigned his position as superintendent of the Maryland School for Boys, formerly known as the House of Refuge.

Mr. Pancratius Tiefenthaler and Mr. Frederick C. Lau, principals of two Milwaukee grammar schools were recently retired owing to advanced age, and were appointed as teachers of German.

The London Branch of the Child Study Association was organized thru the efforts of Miss Mary Crees, who together with Miss Clapperton of Edinburgh and Miss Louch of Cheltenham, attended the Educational Conference at Chicago in 1893.

Miss Sue McLaughlin formerly principal of a school, has been retired by the School Board of Columbus, Ohio. It seems that the city has done absolutely nothing for her maintenance, tho she served the schools for forty years.

Thru the generosity of Mr. James R. Barret, Henderson, Kentucky, is to have a Manual Training School. Mr. Barret presented the Board of Education with a building and lot valued at \$25,000 without any other restriction than that the city maintain the school.

Direct exposure to the sun's rays, employment in or living in hot and poorly ventilated offices, workshops, or rooms are among the most prolific causes of headache in summer time, and well as of heat exhaustion and sunstroke. For these headaches, and for the nausea which often accompanies them, anti-kamnia tablets will be found to afford prompt relief and can be safely given. The adult dose is two tablets.

Supt. R. O. Powell has had a very successful year at Culloden, Ga. He was formerly superintendent at Vienna, Ga. Monroe County will have nine months school next year. The people are thoroly awake to the benefits of common schools.

Lansing, Mich.—Luther L. Wright of Ironwood, one of the members of the State Board of Education, has definitely announced that he is a candidate for the Republican nomination for superintendent of public instruction. Walter H. French, the present deputy of the public instruction department, has withdrawn from the race.

Mr. Edy will succeed Mr. Maddox as superintendent of schools in Bellevue, Kentucky.

I. J. Hatfield has been elected as superintendent at Oxford, Ohio, to succeed A. H. Sherer who resigned.

"Fads and Frills."

The parents of Providence, Rhode Island, have taken a sensible way of settling the matter of frills in the public schools, by voting on the question. The advocates of the three R's made a great impression until the votes were counted, and then it was found that of 4,900 parents who responded to the school committee's request for their views, about 88 per cent. insisted upon the "fads." Some interesting results are reported regarding details. As to teaching music in the schools, 4,726 were favorable and 173 unfavorable; as to drawing, 4,663 were favorable and 222 unfavorable; as to gymnastics, 4,651 were favorable and 231 unfavorable. Manual training and nature study were less popular among the parents, but nature study was favored by 3,844, with 1,004 dissenting, and manual training won by a vote of 3,360 to 1,047. Physiology won by a majority of 5 to 1. Over half of the parents who answered the circulars were taxpayers. "Fads" and "frills" will stay in the Providence schools.

One Session Only.

The 27th Sectional School Board of Boston has petitioned the Board of Education in that city to adopt a one session system in the schools of that district for one year, and if the arrangement proves satisfactory, to make the system permanent. The reasons for the request were stated as follows:

"First, that the physical condition of the child may be improved. Many of the parents say that the children under the present conditions have no time for fresh air and exercise. In winter time the children seldom reach home before 4 P. M., and as the days are short the children are deprived of nearly all of God's blessed air and sunshine.

"Second, that the study hours may be during the day instead of at night, thus enabling the child to lead a moral, simple, quiet life, and not cram its mind all hours of the day and evening with study.

"Third, in investigating the curriculum of our schools we find that the primary grades could accomplish about the same amount of work until noon as the advanced grades do until 1:30 o'clock. The teachers claim that in the afternoon, after a hearty meal, the children become heavy and sleepy. They are tired and exhausted after the morning hours, hence discipline becomes almost impossible.

"Fourth, we find from personal canvassing that many of the best and most intelligent people are now sending their children to private schools. Some of our eminent physicians say that we are raising a race of dyspeptics, and the conditions are laid to the fact that the children rush thru their mid-day meal and then rush back to school, and thereby get little or no time for pure air and a proper amount of exercise."

Catholic Educators at Cleveland.

The Catholic Educational Association held its third annual convention at Cleveland last week. Right Rev. Mgr. D. J. O'Connell of Washington, D. C., president general of the league, in his address emphasized the importance of the Association and of Catholic education in the parochial schools. He pointed with pride to the magnificent growth of the Association, both in the number and character of the members, and said that the meeting of the Association was second in importance only to the episcopacy. Secretary General Rev. F. W. Howard of Columbus and Treasurer General Very Rev. Bernard J. Mulligan of Camden, N. J., read their reports. These showed an excellent condition of the finances.

Trade School Wanted.

Cleveland, Ohio.—The special committee that was appointed a short time ago by the builders' exchange to investigate the feasibility of establishing a trade school in Cleveland to promote education in the building trades, has held its first meeting yesterday. It was decided to provide accommodations in some convenient building for conducting classes. The committee desires to interest the employers of the various trades in the school and to have employers of each trade look after the details and be responsible for the instruction of the respective classes.

The secretary of the builders' exchange has been directed to write to New York, Philadelphia, Pittsburg, and Boston, where trade schools are in operation, to secure all possible information regarding their cost of maintenance and plan of operation.

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Women Teachers' Salaries.

Cold, impassionate figures relating to the salaries paid women school teachers in this and other cities of the country give Rochester a shamefully low place in the list, almost at the bottom. Less than half a dozen cities are paying smaller salaries to women teachers. It is to the disgrace of the Empire State that these few cities are, with one exception, within its boundaries. They are Syracuse, Albany, and Schenectady. What defense can the richest State in the Union offer for paying its women teachers the smallest wages?

The National Educational Association has published statistics of teachers' salaries throuthout the United States, embracing salaries of 467 cities and villages of 8,000 or more population. The average salary of women high school teachers in the 467 places is found to be \$903 year, and the average for men \$1,303, or just \$400 more than for women.

Rochester, which continually claims a high rank for her schools, pays women teachers in the high schools an average yearly salary of \$761; an average of \$10.46 per week for the entire year. The average salary for men teachers is \$1,363.

The following table shows how Rochester stands when the salaries of its women teachers are compared with the salaries paid by even smaller cities; cities not to be compared with Rochester in any other sense than to shame it for the low rate paid its women teachers:

Toledo, average salaries paid women teachers	\$ 908
Allegheny, average salary paid women teachers	1,005
Columbus, average salary paid women teachers	1,131
Seranton, average salary paid women teachers	1,064
Rochester, average salary paid women teachers	761

Indianapolis, which in population is practically the same size as Rochester, pays its women high school teachers an average salary of \$945, or \$184 more than Rochester. In the hands of a school teacher \$184 a year will accomplish wonders. The little city of Dayton, O., with 93,000 population, pays \$990, and Grand Rapids, with 92,000 pays \$884

yearly averages. How can Rochester expect to maintain the boasted high rank of its schools if it will not increase the average salaries of its women teachers?

It will not be admitted by any person that our women teachers are inferior in ability to those of Dayton, Grand Rapids, Toledo, Allegheny, or Seranton. Nor will it be admitted that those cities are any better able to pay good wages than Rochester.

As to the hours of labor of the woman school teacher, the National Education Association report says:

"It can hardly be argued that the teacher in the city school works fewer hours per day than is required in other occupations. In the present day city school, the time required for the numerous reports called for, the planning and preparation of lessons, the reading and correcting of exercises, the attendance upon teachers' meetings, and for other professional calls, will bring the teacher's average working day fully up to ten hours."

Andrew S. Draper says on the subject of salaries: "At a time when all salaries are advancing, it is but just that the National Council of Education should call attention to the fact that the general level of teachers' salaries is lower than it ought to be."

Higher standards of scholarship are being insisted upon in public schools and the standard of living is being forced up but the level of remuneration for teaching remains too low. What will the teachers do about it? Probably nothing. Bending under the weight of the ancient bogey of devotion to their work they permit the soulless public corporation called the city, to profit on their professional enthusiasm.

—Rochester, N. Y. Times.

An Underpaid Profession.

The address of Superintendent Kendall of the Indianapolis schools before the instructors of New England ought to be considered thoughtfully, not alone by teachers and directors but by the public at large. Efforts more or less successful have been made of late years in some cities to provide better pay for teachers. But the net result in the country as a whole has been slight. The education of

the public upon the point is what is most needed. Mr. Kendall's address will go some way in this direction.

That men as teachers have practically disappeared from the schools is not to be explained solely by the cheerful thought that they find in existing prosperity greater opportunities elsewhere. The proper way to look at it is that they have disappeared because the pay had become utterly inadequate. And there is danger that the better qualified and experienced women teachers will follow them, leaving the schools to the instruction of the inexperienced and incompetent.

It is not a question solely of teachers being underpaid. It is not an appeal to the generosity or fair play of the public. Underpaid services are usually the kind that may be expected in the circumstances. The result must be the deterioration of the public schools. The children suffer for the penuriousness of a false economy.

Americans have been proud of their school system. The amount spent upon it is generous. But if it is to maintain its position it is time, in these days of widening avenues for the employment of women, that the rewards for teaching be made commensurate with the training required and the responsibility of the work.—Pittsburg Dispatch.

Teachers' Salary Muddle.

"It is evident that the problem of acceptably adjusting salaries of the public school teachers of Pittsburg is in a worse muddle than ever. Two years ago the Central Board of Education, which has an unhappy faculty of doing a good thing the wrong way, devised a plan to dodge responsibility for meeting the teachers' demands and at the same time escape personal annoyance by passing the salary question over to a commission. The duty of this commission was to conduct examinations and in a sense regrade the teachers, those attaining certain marks to be paid a specified increase of salary. There was great complaint from teachers who failed to pass the required test, as well as from some who did, that the examination was unfair and the tests ridiculous, that acceptable and faithful teachers suffered unjustly in the application of the

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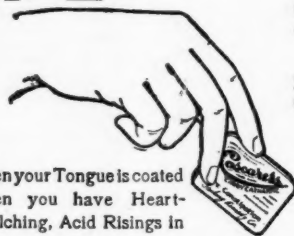
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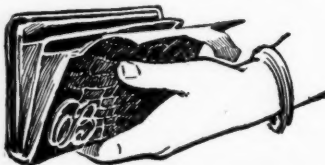
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new system, and, finally, that the commission was illegal.

"Thru the intervention of a taxpayer an issue was framed and Judge J. A. Evans has now nullified the whole proceeding. In his decision he holds that the Board had no authority to appropriate money for the salaries and expenses of the commission nor to clothe the commission with power to fix salaries of teachers. This brings the vexed question back to the place of beginning, and meanwhile the increased salary of \$100 a year being paid to several hundred teachers is in jeopardy, to say nothing of amounts that have been paid them illegally since the commission established the new rates. As long ago as Christmas, 1904, *The Gazette Times*, thru its news columns, indicated defects in the commission plan. The teachers' association at that time contended that the Board had no authority for its course. In the first place authority to examine teachers is lodged only in city, county, and borough superintendents, and in certain cases with committees on permanent certificates, while the fixing of salaries rests only with school directors or controllers. Therefore the commission, which had no authority in law for its own existence, was performing functions that were specifically delegated by law to other persons or organizations.

"There is some talk of an appeal to a higher court in behalf of the central board, but the chances are that in the end the members of that body will have to face squarely the question of better pay for teachers, as should have been done in the first place. Incidentally this fiasco calls attention not only to the queer things the Central Board does, but also to the lamentably ancient and unsatisfactory plan of its operation. There is need of remedial legislation that will assure a better system of managing the schools and a more direct responsibility to the taxpayers."—Pittsburg Gazette.

Chinese in our Colleges.

[Editorial in the Boston Transcript.]

The coming to Harvard of forty Chinese youth, under the care of Mr. Charles Tenney, some of whom will remain there permanently, the others being distributed in the autumn among other American educational institutions, is an event of very considerable importance. These students, few in number tho they are, compared with the many thousand Chinese youth who are studying in Japan, may still have something to do in shaping the future of China in its relations to the United States as a political power and as a commercial competitor.

This step on China's part is largely due to her American-educated and progressive minister in Washington, and also to the officers of Harvard, who so readily responded to the suggestion made to them by Rev. Dr. Arthur Smith last February, when the Chinese Commission was here, that they should offer scholarships to Chinese youth. Yale and other institutions quickly followed, and now Mr. Tenney, with long experience in China, as an administrator of educational institutions, and with the full confidence of the controlling powers there, is already on our soil with these young men. This is not the first time that China has sent students to us. In the late seventies there were not a few young men in New

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England colleges sent with the approval of the Chinese Government, but a conservative reaction provoked the fear that American environment and ideals might make troublesome citizens of the Empire. So they were all summarily called home. Now that China is alive with reforms of many sorts, showing a passion for Occidental knowledge almost equal to that of Japan, it is natural that some of her sons should come this way.

It will be well for us in receiving these youth to remember, as President Eliot said in his address to the Chinese special commissioners when they were at Harvard last February, that they come from a land of highly developed arts and trades, manners, pieties, philosophy, literature, learning, religion and worship which they had thousands of years ago while our Teutonic ancestors were barbarians. These Chinese students, owing to the recent reforms, will not suffer indignities at the hands of the immigration officials when they enter the country, and thus a good start has been made toward treating them decently.

What they may be expected to get from study and residence here, President Eliot well pointed out. America may teach them new facts about Nature, and how it may be controlled for man's use. We can show them a new conception of government and of human society—"the progressive welfare of the multitude." We can show them new forms of individual freedom in association and combination, and absolute freedom and equality in religion. Altho Americans exhibit a passionate faith in education, they do not give the educated man that supremacy in government affairs which the Chinese have conceded to him for centuries. Lastly, America can present a civilization "pressing toward the ideal of human brotherhood thru God's fatherhood, tho still a long way off from that goal."

With Baron Komura and Baron Kaneko among its distinguished alumni high up in the affairs of Japan, Harvard can dream of the day when its sons may help to shape the destinies of a still mightier Oriental nation than Japan, with potentialities for good or for evil that are awesome to contemplate. It is thru such co-operation as Harvard, Yale, Amherst, and other colleges now proffer, and by adherence to the policy of state laid down by Mr. Hay, that

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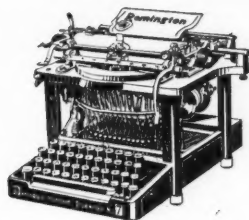
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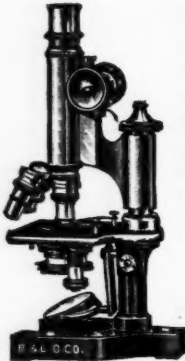
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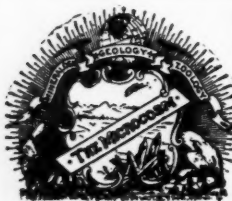
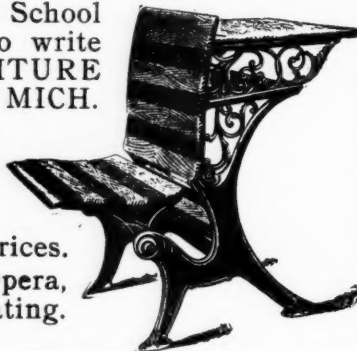
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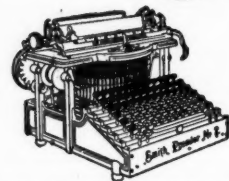
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